Outcome evaluation

Instruction design

Learning Objectives

Needs Assessment

Achieving results for an exemplary education activity

Exemplary Planning

- Requires innovative & creative follow-through
- Involves a variety of people with vested interest in the CE activity
- Requires documenting a link among needs assessment, learning objectives, instruction design/teaching methodologies, and learning outcomes evaluation
- Tailored to the identified participant need and to their stage of learning
- Allocates time to meet outside department support requirements, e.g., working strategies with another department

Exemplary Needs Assessment

- Uses multiple sources, e.g.,
  - subject matter expert
  - literature review
  - national standards
  - new directive
  - participants
  - research
  - survey
- Shows connection from planning through evaluation

Exemplary Learning Objectives

- Demonstrate result statements - what must be learned in an activity
- Provide a foundation for planning, guidelines for learning, and benchmarks for evaluation
- Communicate expected learning outcomes to the learner, i.e., what should the learner be able to do as a result of this learning
- Communicate a condition that the learner should be able to perform, i.e., tells the learner what condition is important
- Describe how well the learner should perform, i.e., what are the learning outcomes in terms of health care provider behavior or performance or effect on patient health

Exemplary Instruction Design

- Gauges adult learners, i.e., learning motivation, learning style, expectation, current knowledge, maturity, etc.
- Writes concrete learning objectives and lesson plan
- Selects appropriate instruction strategy for time allotted, audience demographics, physical site, instructor skill level
- Uses appropriate media and support materials
- Formulates a budget to support education activity
- Designs time for education evaluation

Exemplary Outcome Evaluation

- Evaluates consistently. Involves use of:
  - baseline evaluations to determine participant learning stage
  - pre-activity evaluations, e.g., pre-tests
  - en route evaluations, i.e., during education activities
  - post-activity evaluations, e.g., post-test to determine how many participants remained in the same learning stage and how many moved to the next stage
  - follow-up evaluations
- Measures practical application and/or health status application